**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 3 Week 5 Story Title: Volcanoes: Nature’s Incredible Fireworks**

**Monday**- Use TE DI -42- 1) Preteach Phonics- Silent Consonants- Write *lamb* while saying the word slowly, breaking it into individual phonemes: /l/ /a/ /m/*.* Ask: *How many sounds do you hear in the word lamb? (3)* Ask: *How many letters do you see? (4)* Say: *Some words have silent letters. The “b” in lamb is silent. We don’t say /l/ /a/ /m/ /b/; we say /l/ /a/ /m/. If a word doesn’t sound right when you pronounce all the consonants, one of the consonants may be silent.* Repeat with knit, wrap, sign, & castle. 2) Preview Decodable Reader 15: *Our Amazing Camp Race-* Read/discuss words: Review the words on Decodable Reader pg 113; blend the following story words: amazing, wriggled, silence, single, liquid, combed, fuzzy, trudged, & wrestled. Discuss the meaning of the words, too. 3) Preview Decodable Reader 15 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 15 orally to the students for fluency.

**Tuesday**- Use TE DI-44- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: beneath, buried, chimney, earthquakes, fireworks, force, trembles, & volcanoes. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *gritty* & model how to decode when there are meaningful word parts, such as a base word & suffix. Say: *This is a 2-syllable word formed from the base word grit & the suffix- y. The consonant “t” is doubled when the suffix is added. First I cover the suffix & read the base word: grit. Then I blend the base word & the suffix to read the whole word: grit y, gritty. They suffix- ly can mean “having,” so gritty means “having grit”.* Continue with words: quivers, fiery, geysers, scalding, avalanches, crevices, mantle, tremors, & collide. 3) Choral/Echo read typed version of Decodable Reader 15 for fluency practice. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-46, 387,& 341- 1) Target Skill- Compare/Contrast- Discuss the meaning & examples from pg TE DI-46 & pg 387. Also discuss clue words: that often signal comparisons/contrasts: like, both, also; different, however, but. Refer students to pictures on pgs 386-387, & have students write a sentenced comparing the 2 volcanoes & a sentence contrasting them. 2) Target Strategy- Monitor/Fix Up- review pg 380. Also reread pg 393 for Monitor/Fix Up review. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 15- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 15 - Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.